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ABSTRACT

Intended for parents as well as people working in the early childhood education field, this annotated bibliography contains 73 publications of primarily New Zealand and Australian origin on parent support. The first section lists materials especially for persons working with parents in the community. The second section lists 12 articles by Douglas R. Powell, an American expert on parent education and parent support programs, while the final section lists 14 Australian and New Zealand publications especially for parent use. All listings are indexed by author, title, Maori material and Pacific Island material. Two appendixes contain a suggestion form for additions to future bibliographies and an evaluation form. (MDM)

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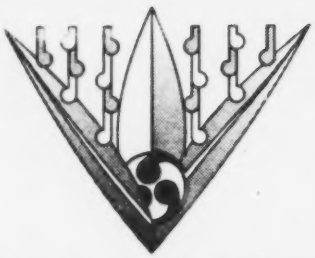

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# Parent Support
## *A Selective Annotated Bibliography*

# Tautāwhi Mātua
## *He Papatohu Rāpopoto*

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# *Introduction*

**Tena koe. Kia orana. Fakalofa atu. Malo e lelei. Taloha Ni. Ni sabula. Talofa lava. Ia Orana. Greetings.**

**The purpose of this bibliography is to provide a list of readings and material available for people working in a supportive way with parents in the community, and for parents who are interested in further reading about parenting.**

**The bibliography is divided into three sections.** All sections are useful for people working in a supportive way with parents in the community. **The first section** selects New Zealand and Australian material and is aimed primarily at those working with parents. **The second section** is also aimed at those working with parents and is a list of writings by Douglas Powell, an American early childhood adviser who participated in the Early Childhood Development Unit's parenting promotion in November 1992. **The third section** selects New Zealand and Australian material which could be recommended to parents for their own reading.

**Entries are listed alphabetically by author's last name** in each of the three sections. **New Zealand and Australian material published after 1980 has been selected**, apart from the work of Douglas Powell. All entries are numbered. Numbers in the **indexes** refer to **entry numbers**, not page numbers.

The Early Childhood Development Unit aims to regularly update this bibliography. There are two forms included at the back of this bibliography. One is an evaluation form and one is a submission form for suggestions for material you think could be usefully included in future updated issues. In order to help improve future bibliographies, please take time to fill out either or both of these forms and return to the address shown on the forms.

All material published by the Early Childhood Development Unit is available on request from National Office, PO Box 9951 Te Aro, Wellington, New Zealand. All material listed in the bibliography should be available through your local public library, but if you have problems finding material, contact the Early Childhood Development Unit National Office for assistance. A charge may be made for copying or supplying some material.

# *Section One*

## *Selected New Zealand and Australian material for people who work in a supportive way with parents in the community*

01 **Allan, June.** "Parenting education in Australia: a structural perspective." Proceedings of the Fifth Early Childhood Convention, September 8-12 1991, Dunedin, New Zealand, pp 444-450. Dunedin, NZ: 1991.

- This paper outlines the shared experiences of women and men interviewed about parenting education. The impact of 'the family' and its associated ideologies of motherhood and fatherhood, and parenting education's relationship to these, is explored. The paper critically reflects on parenting education in its broader social structural context, informed by both a feminist perspective and a structural approach to practice. Discusses images of the nuclear family, dominant beliefs about the 'ideal' family and parenting, importance of developing more flexible views of parenting and whether parent education operates to reinforce traditional views of parenting or to support changes to these views, ensuring that parenting education is supportive to parents rather than undermining them. Examples of parenting education programmes are given and experiences of parenting are briefly related. Concludes with recommendations about parenting education for the future.

02 **Awatere, Donna.** "Donna Awatere: address at the parenting promotion launch." Parent Support Conference Papers: Ara Whakamana Pathways to Empowerment, 3-4 November 1992, Wellington, pp 49-54. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1993. isbn 0478006098.

- Discusses the differences between Maori and Pakeha parenting systems. The Maori parenting way is based on a kinship system which is the basis for all organisation; the Pakeha way is based on the smallest family unit, the nuclear family.

03 **Cairns, Tamati.** "Whangai - caring for a child." Proceedings of the Seminar 'Toward a Child and Family Policy for New Zealand', 15-17 November 1990, Wellington, pp 100-103. Wellington, NZ: The Office of the Commissioner for Children, 1991. isbn 0477015603.

- A Maori personal point of view about growing up in Ruatahuna.

04 **Cleland, Gill and Corrigan, Helen**. "Plunket in the nineties." Parent Support Conference Papers: Ara Whakamana Pathways to Empowerment, 3-4 November 1992, Wellington, pp 29-32. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1993. isbn 0478006098.

- A brief history of the changing role of Plunket and its group education work with parents. Briefly discusses a group that is currently running and provides an analysis of parents using the group.

05 **Department of Education**. "Meeting the needs of parents." Report of the National Residential Course held at the Frank Lopdell Centre, 6-10 October, 1986. Wellington, NZ: Department of Education, 1986.

- This report centres on parents' needs and how best to meet them. Included are sections on the identified needs of parents and how they may best be met through family and community support, publicity for community services, government support. Concludes with recommendations for a community based model of family support.

06 **Department of Education, Early Childhood Division**. Parent education and support : working in communities with parents and young children. Wellington, NZ: Department of Education, 1988.

- Discusses the parent education and support scheme developed by the New Zealand Department of Education to assist parents to evolve community-based parent support and education networks that help develop self-esteem and self confidence in parents, provide opportunities for them to participate successfully in the early education of their children, and encourage the development of mutual support and growth. Outlines overall aims of the scheme, objectives, principles of delivery. Discusses the development process, outcomes and evaluation.

07 **Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga**. Guidelines & basic principles for parent support projects. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, October 1990.

- Advice on community consultation, project development, implementation and withdrawal phases of a project, with emphasis on the empowerment of parents as educators of their young children and the importance of projects in building community support. Includes specific advice on consultation with Maori communities.

08 **Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga**. Parent support projects. Unpublished paper issued as part of the ECDU parenting promotion, November 1992. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1992.

- This unpublished paper, issued as part of the parenting promotion undertaken by ECDU in 1992, is a one-page summary of ECDU Parent Support Projects to date. Brief statistics are included.

09 **Easterbrook, Pauline**. "The involvement of fathers in sessional early childhood centres." Proceedings of the Fifth Early Childhood Convention, September 8-12 1991, Dunedin, New Zealand, pp 452-453. Dunedin, NZ: 1991.

- Outlines the nature of participation by fathers in sessional early childhood centres. Observations highlighted that there are very few fathers involved at centre sessions, and of those who are, most are involved in the bringing/collecting capacity. Most of those present stayed for a very short time only. Barriers to father involvement are briefly discussed. Many fathers would like to be more involved and have opportunities to participate in centres more fully. The research found that explanations of centre philosophy, programme, and specific ways fathers can be involved need to be spelt out directly to fathers, and introduced via communication channels such as newsletters.

10 **Fulcher, Leon C**. "The role of support services in caring for children in families." Proceedings of the Seminar 'Toward a Child and Family Policy for New Zealand', 15-17 November 1990, Wellington, pp 117-125. Wellington, NZ: The Office of the Commissioner for Children, 1991. isbn 0477015603.

- Emphasises the importance of accounting for differences when providing support services for children and families and the need to work in partnership with families to support them caring for their own children. Looks at what happens when home-based care is not enough, focussing on the needs of children who seem unresponsive to family control.

11 **Gerritsen, Jan.** "A community based approach to parent support." Parent Support Conference Papers: Ara Whakamana Pathways to Empowerment, 3-4 November 1992, Wellington, pp 33-41. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1993. isbn 0478006098.

- Discusses parent support and education pilot projects. Outlines a range of programmes that were generated from the pilot projects, including services developed such as community directories, resource libraries, community leadership training and home visitors. Discusses needs of parents, completion of projects, future projects, community links and benefits of Parent Support Projects.

12 **Gerritsen, Jan.** Parent support and education: a pilot project. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1990.

- Report on a pilot project carried out in three areas of New Zealand (Hamilton, Opunake and Waitara) to provide for families isolated from early childhood services. Outlines how communities were consulted and contact made with families. Some participants formed neighbourhood groups and others were visited in their own homes. The needs of the parents visited, ways to meet identified needs and an evaluation of the project are provided for each area. Separate chapters deal with the sensitive issues encountered and an outline of the model for Parent Support Projects.

13 **Gerritsen, Jan.** "The parent support and education project." Parents as partners: parents as educators: papers presented at the 1991 NZCER invitational seminar. Compiled by Margery Renwick, pp 30-37. Wellington, NZ: New Zealand Council for Educational Research, 1991. isbn 09098916140.

- Outlines the overall aims of the Parent Support and Education Project piloted by the early childhood section of the old Department of Education. Discusses schemes established in Hamilton, Taranaki and Invercargill. Outlines objectives of the Project, principles of delivery, consultation, establishment, implementation, the four models of parent support involved in the Project (with an explanation of each), parents needs, outcomes for parents, support for workers, training, and managerial and professional support. The pilot schemes identified three possible models in response to the needs of the different communities. Projects need to be flexible enough to adapt to the needs of the community and the parents and to evolve in ways that fit the families involved.

14 **Gibbard, Denise and Brandford, Sharon**. "Support for parents of children with special needs." Parent Support Conference Papers: Ara Whakamana Pathways to Empowerment, 3-4 November 1992, Wellington, pp 42-48. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1993. isbn 0478006098.

- This article approaches parents of children with special needs as ordinary people caught in an extraordinary situation who need straightforward, informative, honest and ongoing support. Outlines how parents begin to search for information and the answers to enable them to cope. Discusses support, including family support, that can be offered to provide practical assistance and objective information to help parents in the day to day management surrounding the care of their child and in the accessing and coordinating of multiple resources, funding mechanisms and service providers for the child.

15 **Grigor, Janice**. "Parents as first teachers - pilot project." Parent Support Conference Papers: Ara Whakamana Pathways to Empowerment, 3-4 November 1992, Wellington, pp 49-54. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1993. isbn 0478006098.

- This paper presents background information on both the Missouri State programme "Parents as Teachers" and the introduction and development of New Zealand Parents as First Teachers Pilot Project. Outlines project goals, how the programme works, and the involvement of parent educators. The project to date (November 1992) is discussed.

16 **Hall, Puroko and Lund, Lineahi**. "Anau Ako Pasifika." Parent Support Conference Papers: Ara Whakamana Pathways to Empowerment, 3-4 November 1992, Wellington, pp 55-56. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1993. isbn 0478006098.

- Briefly outlines what Anau Ako Pasifika is and how the project relates to parent support. Briefly describes some parenting issues that arise for Pacific Island parents. A major component of the Anau Ako Pasifika Project is the promotion of quality early childhood education, from within the cultural perceptions of parents as educators of their children.

17 **Hopa, Pare**. "From the flax roots." Proceedings of the Seminar 'Toward a Child and Family Policy for New Zealand', 15-17 November 1990, Wellington, pp 54-58. Wellington, NZ: The Office of the Commissioner for Children, 1991. isbn 0477015603.

- Discusses the concept of community development reflected in the work of the Centre for Maori Studies and Research at the University of Waikato. Their concern is to help Maori communities identify their needs, plan ways and means of addressing them and encourage initiatives already in place to meet health, educational and training needs. All these ultimately have implications for families and their children. Discusses current socio-economic issues, the importance of inclusion in key areas of decision-making for Maori people and what practical steps can be taken by social service professionals in order to work in cooperation with Maori communities (such as becoming better informed about kaupapa Maori and the initiatives it has generated).

18 **Kennedy, Pam**. Evaluation of parent support projects. Unpublished report, October 1991: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga.

- The equal importance of the model, the processes and the outcomes of community development work are highlighted in the recording and evaluation of the Parent Support Projects the Early Childhood Development Unit has been involved in since October 1989. To some extent at least the outcomes can be predicted if the model and the processes are agreed and operated within. The way the staff involved carry out this work, the language they use and the attitudes reflected should be an important part of any evaluation and in turn this also helps ensure that hoped for outcomes will be achieved.

19 **Kennedy, Pam**. "Families, parenting, central to ECDU work." Playcentre Journal, Nov, 1992. p 13.

- This article details the development of the Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga over the three years since its creation. The role of the Unit and the degree of interaction with parents is examined. Statistics are also presented of the broad coverage of the early childhood education services provided by the Unit.

20 **Kennedy, Pam**. "Government intervention v parent responsibility." AECA Conference, September 1991, Adelaide, Australia. Australia: Australian Early Childhood Association, 1991.

- Provides background to the review of education administration in New Zealand in 1988 and 1989, and discusses the emergence of the Early Childhood Development Unit as a service provider and Crown Agency. Provides some examples of the work undertaken by ECDU over the first two years of its existence. Also discusses the Unit's Parent Support Projects and the community development perspective of operation. Outlines international research about parent support projects and the resulting development of parent responsibility and parent power.

21 **Kennedy, Pam**. "State intervention versus parent power." Parents as partners: parents as educators: papers presented at the 1991 NZCER invitational seminar. Compiled by Margery Renwick, pp 6-18. Wellington, NZ: New Zealand Council for Educational Research, 1991. isbn 09098916140.

- Provides frameworks from international parent support literature as a context for considering any State intervention in parenting. Offers consideration of key issues such as problem and solution responsibilities, aims of intervention, relationship between deliverer and recipient, recipe or diversity in service delivery, who is accountable to whom, how parents or recipients are viewed by the intervention or interveners, and what and how to evaluate. Considers developments in America during the 1980's and the work of the Bernard van Leer Foundation (The Netherlands). Discusses briefly the role of The Early Childhood Development Unit in Parent Support Projects, within guidelines that are about working with parents and communities in a compensatory model of intervention.

22 **Kennedy, Pam**. "The Early Childhood Development Unit supporting parents in a community development model." Proceedings of the Fifth Early Childhood Convention, September 8-12 1991, Dunedin, New Zealand, pp 454-465. Dunedin, NZ: 1991.

- Outlines the Early Childhood Development Unit Parent Support Projects: Te Roopu Maatua-Tautoko. Discusses four distinct phases used by Unit staff to reach families not involved with any early childhood service. The phases are consultation, development, implementation and withdrawal. Basic principles of Parent Support Projects, community development models, how the projects operate in practice, involvement of Maori families, putting the work into international, philosophical and social policy frameworks, evaluation against what is happening elsewhere, what we should be doing in New Zealand, and what overseas research tells us about parent support projects are all briefly discussed. Community development models such as parent support projects are needed to strengthen positive functioning of families. Gives a comprehensive overview of philosophy, goals and practical workings of parent support projects.

23 **Kirkland, John and Brownie, Sharon, et al**. "Supporting families with babies." Delta Monograph, 9. Palmerston North, NZ: Massey University Education Department, 1989. issn 01104748.

- A self-help course for community volunteers including suggestions on tasks for the group of learners, an outline of course material, sections on topics concerning parents and babies and on ways in which parents may be supported.

24 **Koopman-Boyden, Peggy**. "Family policy for the 1990's in New Zealand." Proceedings of the Seminar 'Toward a Child and Family Policy for New Zealand', 15-17 November 1990, Wellington, pp 20-25. Wellington, NZ: The Office of the Commissioner for Children, 1991. isbn 0477015603.

- Discusses the development and appropriateness of policies for the family in New Zealand. Also outlines values underlying family policy and problems and limitations for the implementation of family policy.

25 **Leach, Penelope**. Toddler to child. Videorecording, running time 55 minutes. Australia: Lifetime Vision and Virgin Vision, 1988.

- This video gives information to parents on the growth and development of children from eighteen months to five years old. Highlights opportunities and problems during this critical development and growth period.

26 **Loosemore, Margaret**. "Children's self-esteem and parents' perceptions of their children's self esteem." Australian Early Childhood Association 18th National Conference, September 4-8 1988, Canberra, Australia. Conference Proceedings. 1988.

- This study examined children's self-esteem and parents perceptions of their children's self-esteem, presenting examples of children's responses to questions about self-esteem. Self-esteem is described as multifaceted structure which signifies the degree of self worth one has in relation to parents, peers, school, academic performance and physical attributes. A positive self-esteem is a love of one's self despite performances or incidents. Parents can foster in their children a sense of belonging, a sense of worth and a sense of competence. Concludes by saying that people who feel good about themselves produce good results.

27 **Loveridge, Judith**. "Does more equal better, and for whom?: discourse and practice in parent education." Proceedings of the Fifth Early Childhood Convention, September 8-12 1991, Dunedin, New Zealand, pp 466-477. Dunedin, NZ: 1991.

- This article examines some of the current approaches to parent education in the literature. A case study of material gathered from one family over the first year of their child's life is presented, outlining their preparation for parenting, support provided by extended family, education for parenting and issues of importance to them as their child develops. In conclusion, the need for a critical approach to parent education, reflecting an understanding of education as part of the processes of cultural production and reproduction is suggested.

28 **Masoe, Paula**. "A Samoan view." Proceedings of the Seminar 'Toward a Child and Family Policy for New Zealand', 15-17 November 1990, Wellington, pp 59-63. Wellington, NZ: The Office of the Commissioner for Children, 1991. isbn 0477015603.

- Written from the perspective of a Samoan woman actively involved in community work. Discusses the traditional cultural base of the Samoan family. Questions whether the energy produced in debate about the needs of Pacific Island people produces real change in grass-roots daily living. Voices concern that the current undervaluing of Samoa's contribution to the cultural, spiritual and economic environment of New Zealand will be perpetuated.

29 **Maxwell, Gabrielle; Hassall, Ian and Robertson, Jeremy (eds).** Toward a child & family policy for New Zealand. Wellington, NZ: The Office of the Commissioner for Children, 1991. isbn 0477015603.

- Proceedings of a seminar 'Towards a Child & Family Policy for New Zealand 15-17 November 1990, Wellington'. An integrated child policy should include detailed proposals on the issues of: child health care, care givers, child support, best interests of children, school leavers, research and information, and the United Nations convention on the rights of the child. Issues discussed include family change and social policy, cultural issues, health, economic issues and housing, caring for children and families, research and information. This publication is available for purchase from The Office of the Commissioner for Children, PO Box 12537, Wellington.

30 **McDonald, Geraldine.** "Working with Pacific Island and Maori parents." SET Number 1, item 4. Wellington, NZ: New Zealand Council for Educational Research, 1979.

- A discussion of aspects of communication when teachers and parents are from different cultural groups.

31 **McMillan, Bruce.** "Parent education: an experiment of nature or by design?." Parent Support Conference Papers: Ara Whakamana Pathways to Empowerment, 3-4 November 1992, Wellington, pp 57-64. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1993. isbn 047800698.

- Explores thinking behind the issue of parent education. Discusses major themes around the value and context of parenting, how we learn parenting, and some conclusions about parent education, provided we understand that parent education is not simply a single programme, but rather a combination of conditions affecting the welfare of families. There is definitely a place in the community for a wide variety of parent support programmes which do not impose any particular view of 'correct' parent behaviours.

32 **McMillan, Bruce**. "Some critical reflections on parent education." Parents as partners: parents as educators: papers presented at the 1991 NZCER invitational seminar. Compiled by Margery Renwick, pp 43-51. Wellington, NZ: New Zealand Council for Educational Research, 1991. isbn 09098916140.

- This paper is based on the premise that the manner in which parents care for and rear their children is shaped by the traditional and prevailing patterns of parenting to be found in their culture, and is influenced by social and economic factors beyond families themselves. States that there is no single model for parenting. Identifies several broad themes that emerge from the history of parent education. Discusses the general context in New Zealand for parent education. Explores common assumptions underlying parent education programmes. Discusses issues relating to current New Zealand parent education initiatives.

33 **McNaughton, Stuart**. "Parents as teachers: validated or evaluated?." Parents as partners: parents as educators: papers presented at the 1991 NZCER invitational seminar. Compiled by Margery Renwick, pp 19-29. Wellington, NZ: New Zealand Council for Educational Research, 1991. isbn 09098916140.

- Discusses the transition from home to centre-based learning for children, and the different approaches to teaching that parents can take. Briefly outlines three studies undertaken by the author into the influence of reading story books to children before they start school. The studies provide important descriptions of parents as educators. Four descriptions of parenting are summarised and implications drawn from these. They are: parenting is culturally and socially based, parenting is theory laden, parenting is situated in political, economic and social environments, and development is constructed in various ways. Contends that in order to teach most effectively one should teach from the strengths of the learner (their knowledge and ways of learning).

34 **Meade, Anne**. "Caring for children in families: the early childhood years." Proceedings of the Seminar 'Toward a Child and Family Policy for New Zealand', 15-17 November 1990, Wellington, pp 103-110. Wellington, NZ: The Office of the Commissioner for Children, 1991. isbn 0477015603.

- Discusses support networks available for parents in contemporary society. Examines how parents make initial contact with guides to the world of parenthood and the key people who provide parent education in the broadest sense. Outlines reasons why parent's social networks have significance for child development and for the functioning of parents. Outlines what makes it hard for parents to build up network contacts in neighbourhoods. Outlines community initiatives taken over the last decade, and gaps in childcare availability.

35 **Morgan, Teupoko**. "Anau Ako Pasifika Project: Pacific Island early childhood education project." Proceedings of the Fifth Early Childhood Convention, September 8-12 1991, Dunedin, New Zealand, pp 68-76. Dunedin, NZ: 1991.

- The Anau Ako Pasifika Project is a home-based programme in early childhood care and education for Pacific Island communities. This article outlines the historical background of the project and its development in collaboration with the Bernard van Leer Foundation (The Netherlands). Objectives established for the programme are listed including development of a home-based intervention programme to alleviate educational and social disadvantages faced by Pacific Island children. The programme is developed in full consultation with, and must be acceptable to, the respective Pacific Island communities. Monitoring and evaluation, training, links with language groups and other early childhood services, resources, characteristics of families in the programme and outcomes for children are discussed.

36 **Parenting Skills Trust**. Ready steady grow: number 1: nursery needs: birth to six months. Videorecording, running time 30 minutes. NZ: The Parenting Skills Trust, 1990.

- This video outlines a range of skills for looking after a new baby. Practical questions are addressed such as when you should call the doctor, when should babies sleep, how do you preserve your own sanity? A tutorial and survival guide aimed at helping parents through the first six months. Copies of this video are available for purchase from The Parenting Skills Trust, PO Box 25-043, Victoria Street, Christchurch.

37 **Pere, Rangimarie Turuki Rose**. "Parents...parenting." Parent Support Conference Papers: Ara Whakamana Pathways to Empowerment, 3-4 November 1992, Wellington, pp 26-28. Wellington, NZ: Early Childhood Development Unit/Nga Kaitaunaki Kohungahunga, 1993. isbn 0478006098.

- Two tables outline a synopsis of the seven passages of time: from whence you came and where you are going; and parenting—who helps and how.

38 **Pere, Rangimarie Turuki Rose**. Te wheke: a celebration of infinite wisdom. Gisborne, NZ: Ao Ako Global Learning NZ Ltd, 1991. isbn 0959799400.

- The simple teachings of this book reach into the past, present and future of the ancient teachings of Hawaiki. Passes on knowledge and insights into concepts such as Tohu Tamariki (children's gifts) Te Aorangi (the universe), Aroha (unconditional love), Te Reo (the language), Mauri (life principle), Mana (divine right, influence, prestige), Wairua (spiritual dimension), Kainga (place of abode and operations), Whare Kura (a building/place in which the learned impart knowledge), Whenua (placenta, land, country, ground), Taha Tinana (physical dimension).

39 **Pugh, Gillian**. "Parents and professionals as partners in preschool services: implications of recent research." Australian Early Childhood Association 18th National Conference, September 4-8 1988, Canberra, Australia. Conference Proceedings. 1988.

- Explores the concept of parents as partners in childcare. Outlines the case for parent involvement and defines partnership as "a working relationship that is characterised by a shared sense of purpose, mutual respect and the willingness to negotiate". This implies a sharing of information, responsibility, skills, decision-making and accountability. Concludes by acknowledging the need to work with parents where they are at rather than where childcare workers think they should be.

40 **Renwick, Margery (compiler)**. Parents as partners: parents as educators: papers presented at the 1991 NZCER invitational seminar. Wellington, NZ: New Zealand Council for Educational Research, 1991. isbn 09098916140.

- This seminar aims to raise issues in early childhood research, both nationally and internationally, and focuses on the role of parents in early childhood education. Issues of parents as teachers, parent support, Maori Women's Welfare League, Kohanga Reo Trust, parent education and state intervention are discussed. Available for purchase from NZCER, PO Box 3237, Wellington, NZ.

41 **Rereti-Crofts, Aroha**. "Maori Women's Welfare League." Parents as partners: parents as educators: papers presented at the 1991 NZCER invitational seminar. Compiled by Margery Renwick, pp 38-41. Wellington, NZ: New Zealand Council for Educational Research, 1991. isbn 09098916140.

- Outlines reasons for the formation of the Maori Women's Welfare League and lists the principal aims as outlined in the constitution. States that a top priority of the League is the well-being of women and families. The League is moving towards setting up positive parenting programmes throughout the country. Programmes concentrate on three areas: Tikanga Maori, basic cooking and basic sewing.

42 **Rokx, Huhana and Pene, Meagan**. "ECDU parent support projects te roopu maatua - tautoko." Parent Support Conference Papers: Ara Whakamana Pathways to Empowerment, 3-4 November 1992, Wellington, pp 65-68. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1993. isbn 0478006098.

- Discusses aims, goals and principles of delivery for Early Childhood Development Unit Parent Support Projects. The overall aim of the Projects is to reach parents not currently linked to any early childhood education service and to provide those parents with support. Projects operate from a community development perspective. The basic principle behind a community development approach is to develop an integrated supportive community which will decide on its own needs and how best to meet them. Community members are brought together to develop their skills, knowledge and resources in ways that enable them to become agents of their own change and development.

43 **Rosemergy, Margaret**. "Family networks: who cares for the caregiver while the caregiver's giving". SET Number 2, item 2. Wellington, NZ: New Zealand Council for Educational Research, 1986.

- Social support networks provide humans with a high number of human needs. In this article informal networks of caregiver's are examined in order to ascertain what it is that families are seeking in a support network. Sixty eight families were studied and the issues of childcare, leisure and support in crisis are discussed.

44 **Rosemergy, Margaret and Meade, Anne**. Family networks. Wellington, NZ: New Zealand Council for Educational Research, 1986.

- A description of a family networks project conducted by NZCER Early Childhood Unit and a discussion on the place of formal services and informal networks in relation to families.

45 **Schiller, Wendy; Geggie, Judi and MacDonald, Lyn**. "Can leopards change their spots?: a report of a three year study into caravan families in the Hunter Region." Australian Early Childhood Association 18th National Conference, September 4-8 1988, Canberra, Australia. Conference Proceedings. 1988.

- Report of a three year study into families with young children living permanently in caravan parks in the Hunter Region of New South Wales, undertaken with support from the Bernard van Leer Foundation (The Netherlands). Looks at why families live in caravan parks, family composition, socio-economic status of families, poverty, what caravan living means to children. Outlines phases and objectives of the project, programmes and activities introduced, challenges faced by the project team, project achievements, and a summary of what was learnt from the project.

46 **Sebastian, Patricia**. "Under 3's in care: at home and away - an investment in the future or cost effective solutions." Australian Early Childhood Association 18th National Conference, September 4-8 1988, Canberra, Australia. Conference Proceedings. 1988.

- Discusses a number of demographic and social trends affecting the lives of young children and their families in Australia. Geographic and occupational mobility has resulted in increased isolation from family and friends; present family structures are under pressure demonstrated by increasing divorce rates, child abuse, alcohol and drug abuse, family violence, increasing unemployment and poverty. Increasing numbers of women are having children in their thirties. All these trends have major impact on future policies and programmes for young children in Australia. This article outlines the consequences of such changes, discusses promoting the quality of life for young children, new developments in parenting, supplementing family care. Asks whether current work policies support parents with children under three. States that it is necessary to consider and accommodate appropriately the real needs of the under three's and their parents.

47 **Tangaere, Arapera Royal**. "Ke hea te komako e ko? early childhood education a Maori perspective." Proceedings of the Fifth Early Childhood Convention, September 8-12 1991, Dunedin, New Zealand, pp 81-99. Dunedin, NZ: 1991.

- This article outlines an approach to early childhood care and education from a Maori perspective. It discusses the special depth of feeling that the Maori people have for their very young. Allows a brief insight into the Maori philosophy for early childhood education, based on the importance of people within the extended family, where, as an harmonious unit in tune with the land, the child is able to develop and grow. A brief history of Maori education from the time of contact with the Europeans is provided. The birth of Te Kohanga Reo and concerns about loss of the Maori language are outlined. Conclusion outlines the present situation for Maori early childhood education and where the future for Maori education lies.

48 **Powell, Douglas R.** "A neighbourhood approach to parent support groups." Journal of Community Psychology, 15 , January 1987. pp 51-62.

- This article describes a neighbourhood-based programme designed to enhance the child-rearing roles, knowledge and skills of parents of very young children. The programme emphasises the development of peer social networks and uses small discussion groups as its primary delivery system. The effort is based in a low-income suburban neighbourhood. The programmes theoretical framework, design and operations are described. Particular attention is given to the functioning of the parent groups. The article also examines programme practices and experiences that appear to have been important in the development of a responsive relationship between the programmes staff and its participants and the community. These include (a) initial integration into the community, (b) maintenance of the integrity of community-based paraprofessional roles, (c) the process by which parents are recruited, and (d) staff roles and competencies.

49 **Powell, Douglas R.** "Creating pathways to empower parents." Parent Support Conference Papers: Ara Whakamana Pathways to Empowerment, 3-4 November 1992, Wellington, pp 14-25. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, 1993. isbn 0478006098.

- Describes how profound changes in the social landscape of communities throughout the world have created a pressing need to substantially increase societal investment in parents of young children. Lists personal resources and social support needed by parents. Lists global factors that affect parenting. Outlines what has been learnt from years of research and programme experiences about essential components of programmes that empower parents, the benefits of parent support, and dimensions of empowerment. Offers thoughts on what this means for New Zealand.

50 **Powell, Douglas R.** "Family environment relations and early child rearing: the role of social networks and neighbourhoods." Journal of Research and Development in Education, 13 November, 1979. pp 1-11.

- It is argued that the quality of a child's socialisation experiences are related to the nature of the family's interactions with its immediate social environment. The family is viewed as an open adaptive system whose exchanges with the environment provide emotional and material support for the family's child rearing functions and socialise the family into certain child rearing benefits. Family social networks and neighbourhoods are suggested as major dimensions of the social environment which facilitate or deter family child rearing processes.

51 **Powell, Douglas R.** "Individual differences in participation in a parent-child support program." In Changing families by Irving E Siegel and Luis M Laosa (eds), Chapter 7, pp203-224. New York, USA: Plenum, 1983.

- This article examines the ways in which parent's life conditions relate to variations in participation in a parent-child support programme. The major premise is that parents enter a programme with diverse socioecological circumstances that may contribute to the quantity and quality of their programme experience. An exploratory analysis of differences in parents participation in a family support project is presented in an effort to suggest a conceptual framework for examining the nature and correlates of individual variations in programme experience. Attention is given to the relation of parents' social networks, participation in social or community events, and everyday stress to different forms and processes of involvement in a parent-child programme. Implications for programme development and further research are discussed.

52 **Powell, Douglas R.** "Parent education and support programs." Young Children, 47(4) May, 1992. pp 47-53.

- Despite the recent growth and long history of parent education, the value of parent programs continues to be questioned. This article reviews findings of selected studies of parent education and support programs and suggests implications for the design of parent programs and future research.

53 **Powell, Douglas R.** "Parents and programs: early childhood as a pioneer in parent involvement and support." In 90th Yearbook of the National Society for the Study of Education, Chapter 6. Chicago, USA: National Society for the Study of Education, 1991.

- While parent involvement continues to play an important role in early childhood programs it is undergoing a paradigm shift in ideological framework, content and the methods that emphasise the provision of social support as well as information regarding the family's child rearing role. This chapter reviews major practices within the two paradigms of parent involvement:- parents as learners and parents as programme decision makers and resources. The practices covered are programme efforts to support parents child-rearing roles and strategies for facilitating program responsiveness and resourcefulness through parent involvement. Concludes with an identification of critical challenges for the 1990's in view of the lessons learned from existing and previous practices.

54 **Powell, Douglas R.** "Social network and demographic predictors of length of participation in a parent education program." Journal of Community Psychology, 12 January, 1984. pp 13-20.

- The study sought to determine whether there were social network and demographic differences between short-term (non-users) and long-term (users) participants in an educational support programme for parents of very young children. The sample included 55 working-class and low-income mothers. Nonusers were found to have less involvement in community affairs, a fewer number of nearby friends and relatives and received less instrumental help from parents than programme users. Nonusers gave more overall in helping relationships but received more help at the time of the child's birth than users. Non users also had a fewer number of children than users. There were no significant income differences between non-users and users. The data suggested that social network attributes may play a role in determining an individual's need and style regarding participation in a formal peer-oriented programme. Implications for program development and future research were suggested.

55 **Powell, Douglas R.** "Toward an understanding of the program variable in comprehensive parent support programs." In Evaluating family programs by Heather B Weiss and Francine H Jacobs (eds), pp267-285. New York, USA: Aldine De Gruyter, 1988.

- A case study is used to illustrate how conceptual and methodological problems of measuring the nature and predictors of participation in a long-term programme for parents in a low-income neighbourhood were approached. The study focuses on programme processes, patterns of participation, parent characteristics and participation.

56 **Powell, Douglas R and Eisenstadt, Jeanne Watson.** "Informal and formal conversations in parent education groups: an observational study." Family Relations, number 37 April, 1988. pp 166-170.

- Structured observations of 101 two hour meetings of long-term discussion groups involving low-income and working class mothers were carried out over a 12-month period. Conversations in the informal and formal settings were compared regarding topics discussed and frequency of non routine conversation. Discussion of parent and child topics decreased, and discussions of family and self increased, related to income. Non routine conversations occurred with similar frequencies in informal and formal settings. The findings point to the educational potential of informal peer-directed conversations, and the need for parent education materials and leader preparation regarding the social contexts of parenthood.

57 **Powell, Douglas R and Unger, Donald G.** "Families as nurturing systems: an introduction." Prevention in Human Services, 9(1), 1990. pp 14-17.

- This article is aimed at extending existing knowledge about the approaches to supporting the caregiving role of families across the life span. Examines new and emerging directions in the design and implementation of family resource and support programs.

58 **Powell, Douglas R and Unger, Donald G.** "Supporting families under stress: the role of social networks." Family Relations, 29 October, 1980. pp 566-575.

- The role of family social networks in mediating the effects of stress has underscored in the literature. Drawing from sociological and psychological studies this paper examines the strong positive relationship between social networks and a family's adaptation to societal crisis, life transitions and family conflicts. Who helps and when, the types of support offered and given, the conditions influencing the use and effect of networks, and the implications for professional intervention are discussed.

59 **Powell, Douglas R; Zambrana, Ruth and Silva-Palacios, Victor.** "Designing culturally responsive parent programs: a comparison of low-income Mexican and Mexican-American mothers' preferences." Family Relations, 39 July, 1990. pp 298-304.

- This article reports a study in which 121 urban, low-income Mexican immigrant and Mexican-American mothers were interviewed regarding preferred methods and content of a parent-education programme.

60 **Balson, Maurice**. Becoming better parents. 3ed. Hawthorn, Victoria, Australia: Australian Council for Educational Research, 1991. isbn 0864310765.

- Aim of this book is to provide parents with a better understanding of their children's behaviour. Gives specific suggestions to provide parents with effective techniques for dealing with their children. Includes discussion of patterns of parent-child relationships, conflict between parents and children, what motivates children's behaviour, the purposes of children's misbehaviour, the effect of encouragement and discouragement on children, approaches to child discipline, improving parent-child relationships, single-parent families and common behaviour problems in children.

61 **Birch, Kate**. Positive parenting: from toddlers to teenagers: a resource book for New Zealand families. Auckland, NZ: Methuen, 1984. isbn 456032606.

- Written to answer the needs of parents who may be having difficulty with a child and are searching for solutions to problems. This book aims to provide parents with skills for decision making and the confidence to carry out decisions. Introduces concepts of pleasurable parenting. It is intended for people unable to attend courses or who prefer to work through exercises or assignments on their own.

62 **Department of Social Welfare, Public Affairs Division**. There are no superparents. Revised edition. Wellington, NZ: Department of Social Welfare, 1989. isbn 0477072844.

- A description of various forms of child abuse and why it occurs with suggested danger signs, hints on child management, being a parent, caring for children and advice on what to do in an emergency. Copies available on request from NZ Children's and Young Persons Service, Private Bag 21, Wellington.

63 **Early Childhood Development Unit/Nga Kaitaunaki Kohungahunga**. Choices in early childhood education: te manaaki ara rau i nga kohungahunga. Wellington, NZ: Early Childhood Development Unit / Nga Kaitaunaki Kohungahunga, April 1992. isbn 0478006055.

- Designed to help parents identify the important features that make for a good early childhood service. Outlines different kinds of early childhood education services available in the community. Contains suggestions about what parents can look for and what to ask about when looking for a good early childhood service. Covers issues such as important questions to ask, what the early childhood service offers, making early childhood education work for parents, types of early childhood services in New Zealand, contact information for national early childhood organisations, contact information for the Early Childhood Development Unit.

64 **Edwards, Yvonne and Edwards, Michael**. Becoming a powerful parent. Auckland, NZ: Hodder and Stoughton, 1988. isbn 0340416424.

- Investigates the particular problems facing today's parents, and interactions between children and parents of all ages, emphasising the need for mutual respect between parents and between parent and child.

65 **Gribben, Trish**. Pyjamas don't matter: or what your baby really needs. Revised edition. Auckland, NZ: Reed, 1991. isbn 0790002299.

- There is no one way to care for a baby, but this book deals with questions known to worry new parents the most. Advice aims to be straightforward and common sense. Issues discussed include feelings about baby, what your baby needs (love), praise and attention, play, words, knowing what to expect, why does baby cry?, why doesn't s/he sleep?, food, discipline, behaviour that bugs parents, jealousy, involving fathers, danger signals, time out, hitting. Includes list of helping agencies and how to get help.

66 **Gribben, Trish**. Tots & toddlers and beyond. 3ed. Christchurch, NZ: Morgan Marketing Ltd, 1991.

- Written for parents. Aimed primarily at new parents but covers issues of importance to all parents including feeding, everyday care, growing, safety, playing, health. Includes recipes, exercises for mothers, height and weight record for babies. Copies available for purchase from Morgan Marketing Ltd, PO Box 4156, Christchurch.

67 **Lewis, Ramon and Lewis, Susan**. Parenting puzzle. Hawthorn, Victoria, Australia: The Australian Council for Educational Research Ltd, 1989. isbn 0864310366.

- Outlines three approaches to child discipline and rearing: a child oriented approach, a parent oriented approach and a group oriented approach. Aims to help parents choose the disciplinary approach that works for them and their children. Emphasises a strong link between discipline and parent-child relations. Invites parents to be adaptable and vary their approach as needed. Cartoon illustrations reinforce the points made.

68 **Morris, Beverley**. Understanding children. Auckland, NZ: Playcentre Publications, 1983. isbn 0908609078.

- What children need and their development from birth to teens physically, emotionally, socially, intellectually and creatively. Family relationships, setting limits, emerging independence and the needs of parents are also covered.

69 **Nevezie, Sandra and Marsh, Jan**. Focus on your family. Auckland, NZ: Longman Paul, 1988. isbn 0582718147.

- Twenty articles giving practical advice, reassurance and information on parenting (birth to young adult) and family life including present-day family variations.

70 **Phillips, Jenny**. Mothers matter too. Wellington, NZ: A H & AW Reed Ltd, 1983. isbn 0589014811.

- A self-help book for women at home with small children, which evaluates their position in New Zealand society and factors that contribute to stress, and suggests ways for women to decide for themselves whether to make changes to their lives.

71 **Phillips, Jenny**. The mother experience: New Zealand women talk about motherhood. Auckland, NZ: Penguin, 1988. isbn 0140092609.

- Mothers in all situations talk about their experiences of child rearing and how they would like to be treated by others. Interviews women across the spectrum from new and young mothers to grandmothers. Talks with mothers who are Maori, Pacific Island, immigrants, disabled, mothers of adoptive children, birth mothers, single, separated and divorced, middle class, working class, lesbian, feminist, depressed, ill, bereaved, working, students, and rural mothers. Easy to read, the book illustrates that all mothers are different in many different ways, relates experiences from a wide range of mothers.

72 **Phillips, Jenny**. The mother manual. Auckland, NZ: Reed Methuen, 1986. isbn 0474001164.

- A self-help book about the person inside every mother, and how to nurture her; an aid to the survival of children's early years with greater enjoyment. Discusses occupational hazards, managing motherhood, and what people can do to improve the situation of mothers.

73 **Whitwell, Loraine (ed)**. Hugs and hassles: he awhi, he porearea - parents and children growing together: nga matua me nga tamariki whakapakari tahi. Auckland, NZ: Playcentre Publications, 1989. isbn 0908609140.

- A collection of twenty nine articles for parents on parenting. Discusses cultural stereotypes, the encouragement of creative, lively, confident minds, pleasurable parenting, and families. Stresses importance of education and support for parents.

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